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ABSTRACT

Reviewed in this document are compensatory education programs funded by the Elementary and Secondary Education Act, Title I, in the public and nonpublic schools of Texas during 1977-1978. Included are descriptive statistics concerning the scope and nature of the programs and test data reflecting effectiveness of reading and mathematics activities from those districts using norm referenced tests for measuring student progress. Data are presented in two ways: statewide summary information; and categories according to size of district in which programs were operated. Information is provided for instructional activities, noninstructional support services, personnel, summer programs, and expenditures. Models for evaluating Title I programs are also discussed. (EB)

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ANNUAL REPORT OF PROGRAMS FOR THE DISADVANTAGED IN TEXAS 1977-78

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(2) operation of school bus routes or runs on a non-segregated basis;

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INTRODUCTION

Compensatory education programs for educationally disadvantaged children were first initiated in 1965 through the mandate of Congress in Title I of the Elementary and Secondary Education Act (ESEA). Since that time, there have been several amendments to this act, as well as legislation providing for state funds for compensatory education. However, the purpose of these programs, to meet the special educational needs of children, has not changed over the past 13 years. This report provides information about the programs and their effectiveness during the 1977-78 school year and the following summer term.

Requirements for Evaluation

In accordance with federal regulations and State Board of Education policy, each local school district operating a program funded by ESEA, Title I, or State Compensatory Education (SCE)* assistance, must provide to the Texas Education Agency an evaluation of the programs funded by these sources. The local school district report consists of a subjective self-evaluation of the extent to which program objectives were met, as well as objective test data from students participating in reading and mathematics programs.

This annual state report, which is mandated by both federal regulations and State Board of Education policy, includes descriptive statistics concerning the scope and nature of the programs and test data reflecting effectiveness of reading and mathematics programs from those districts using norm referenced tests for measuring student progress. Student outcome data from non-normed tests are not reflected in this report because of the wide variation in objectives and skills measured.

Reporting Design

Information reported on the following pages for the programs operated during the regular and summer terms in both public and nonpublic schools was obtained from the completed forms, Annual Evaluation Report of Programs Funded Through ESEA, Title I Regular and/or Texas State Compensatory Education Assistance.

Data are presented in this report in two ways:

- Statewide summary information, and
- Categories according to size of district in which programs were operated.

*Within the context of this report, Title I of the Elementary and Secondary Education Act is referred to as Title I and Texas State Compensatory Education, SCE.

The stratification of districts by size (average daily membership - ADM) used in this report are:

Stratum	Size of Districts	Number of Districts
1	Districts of 40,000 and over ADM	7
2	Districts of 30,000 - 39,999 ADM	15
3	Districts of 10,000 - 19,999 ADM	28
4	Districts of 5,000 - 9,999 ADM	33
5	Districts of 1,500 - 4,999 ADM	182
6	Districts of 1,000 - 1,499 ADM	95
7	Districts of 1 - 999 ADM	622

Historical Background

Table 1 provides a historical overview of the number of districts providing programs through the use of compensatory funds and the number of pupils who participated in these programs during the past 10 years.

TABLE 1

BASIC STATE STATISTICS, 1968-78

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Number of School Districts in State	1,242	1,227	1,187	1,161	1,149	1,144	1,135	1,127	1,113	1,111
Number of School Districts with Title I Funded Projects	1,107	1,091	1,061	1,045	1,025	1,011	1,013	1,012	1,011	1,002
Percent of Total School Districts Having Projects Funded from Title I	89.1%	88.9%	89.4%	90.0%	89.4%	88.4%	89.2%	89.8%	90.8%	90.2%
Number of Regular Non-Cooperative Projects	749	763	849	762	750	751	779	794	792	797
Number of Cooperative Projects	100	91	84	80	80	69	62	59	57	51
Number of Schools in Cooperative Projects	358	328	296	283	275	260	234	218	219	205
Total State Enrollment of Public Schools (in thousands)	2,682	2,728	2,800	2,822	2,833	2,910	2,917	2,945	2,980	2,998
Total Direct Participants in Title I Funded Projects in Public Schools	598,080	467,858	421,277	429,257	392,317	368,646	313,400	402,735*	388,151	385,104
Percent of State Enrollment Directly Participating in Title I Funded Projects	22.3%	19.3%	15.0%	15.2%	13.8%	13.3%	11.3%	13.7%	13.0%	12.8%
Number of Districts with SCE Projects								921	942	938
Total Participants in SCE funded Projects								271,084**	242,342	189,274
Percent of State Enrollment Participating in SCE Projects								9.2%	8.1%	6.3%
Total (Unduplicated) Number of Participants in Compensatory Education								468,885	450,204	451,083

*Contains Duplicated Counts - Some participants also served by SCE

**Some participants also served by Title I

PARTICIPATION

The following facts are reflective of some of the characteristics of children participating in compensatory education programs, as well as the programs which serve these children.

CHARACTERISTICS OF PARTICIPANTS	PERCENT OF TOTAL PARTICIPANTS
Ethnicity	
Black	25.1%
Hispanic	47.7
All Others	27.1
Grade Level	
Preschool (PK & K)	10.0
Grades 1 - 6	68.3
Grades 7 - 8	14.0
Grades 9 - 12	7.7
Size of Districts	
40,000 and over ADM	24.0
20,000 - 39,999	13.0
10,000 - 19,999	12.0
5,000 - 9,999	9.1
1,500 - 4,999	22.6
1,000 - 1,499	6.0
1 - 999	13.3
Funding Source of Programs	
Title I	58.0
SCE	14.6
Both Title I and SCE	27.3
Type of Service	
Instructional	99.0
Supportive	47.5

Tables 2 and 3 provide information by grade level about the number and percent of children participating in compensatory programs. Table 2 indicates participation by ethnicity and Table 3, by funding source of the programs.

TABLE 2

PARTICIPATION IN COMPENSATORY PROGRAMS
DURING REGULAR SCHOOL TERM

Grade Level	Ethnic Background					Total
	American Indian or Alaskan Native	Asian or Pacific Islander	Black, not of Hispanic Origin	Hispanic	White, not of Hispanic Origin	
Pre K	-0-	9	1,817	2,256	285	4,367
K	50	168	9,836	22,828	7,708	40,590
1	46	185	13,545	26,094	11,801	51,671
2	67	170	12,746	24,345	16,069	53,397
3	64	172	11,958	24,796	14,539	51,529
4	72	170	12,539	23,895	14,788	51,464
5	58	175	12,470	24,443	14,386	51,532
6	54	165	12,942	21,928	13,424	48,513
7	33	99	7,947	17,028	10,463	35,570
8	28	63	5,804	13,373	8,540	27,808
9	25	35	4,962	6,673	3,770	15,465
10	29	38	3,442	4,857	2,735	11,101
11	11	19	2,052	1,602	1,356	5,040
12	6	12	1,201	1,128	689	3,036
Total	543	1480	113,261	215,246	120,553	451,083

TABLE 3

PARTICIPATION IN COMPENSATORY PROGRAMS DURING REGULAR SCHOOL TERM
BY FUNDING SOURCE

Grade Level	Number of Participants in Title I Funded Programs	Percent of Participants in Title I Funded Programs	Number of Participants in SCE Funded Programs	Percent of Participants in SCE funded Programs	Number of Participants in Programs Funded By Title I and SCE*	Percent of Participants in Programs Funded By Title I and SCE
Pre K	2,889	1.1%	77	.1%	1,401	1.1%
K	28,811	11.0	2,949	4.5	8,830	7.2
1	33,738	12.9	3,772	5.7	14,161	11.5
2	33,395	12.8	3,258	4.9	16,744	13.6
3	33,816	12.9	2,869	4.3	14,844	12.0
4	33,439	12.8	2,914	4.4	15,111	12.2
5	33,682	12.9	3,182	4.8	14,668	11.9
6	28,736	11.0	7,187	10.9	12,590	10.2
7	14,930	5.7	10,098	15.3	10,542	8.5
8	12,174	4.6	7,300	11.1	8,334	6.8
9	3,071	1.2	9,776	14.8	2,618	2.1
10	1,695	.6	7,713	11.7	1,693	1.4
11	787	.3	3,203	4.9	1,050	.9
12	646	.2	1,681	2.6	709	.6
Total	261,809	100.0%	65,979	100.0%	123,295	100.0%

*Participants in this column are not included in previous columns.

OVERVIEW OF ACTIVITIES AND SERVICES

The use of compensatory education funds in school districts is determined by a locally conducted needs assessment and that is used to set the priorities of that district in meeting the needs of its students. Applications submitted to the state agency must provide information regarding the extent of need which exists relative to each type of activity or service for which funding is requested.

Table 4 presents information about the number and percent of districts which provide activities and/or services according to the type of supplementary assistance available. This information is displayed by size of district.

Supplementary reading programs were provided by 97 percent of the districts. Mathematics was the second priority, although only 50 percent of the districts of 1500 or fewer students provided mathematics programs. This number has increased slightly compared to the 1976-77 school year. Noninstructional supportive services continue to be provided by approximately the same number of districts as in the past school year.

The category "all subject areas" indicates a generalized program of supplementary instruction. Many of these activities are considered as individualized instructional programs in which student needs are addressed as they are identified.

The prekindergarten and kindergarten category is not inclusive of all districts providing instructional activities at these levels. Many districts included children at these preschool levels in reading, mathematics, language arts, oral language/language development, and all subject areas. This reporting design is a result of the way programs are planned and funding is approved.

Instructional support acitvities include such activities as library services and media, art and music activities, field trips and other enrichment. Funding of curriculum coordinators is also included in this category.

Even though all of the individual components of the compensatory programs in Texas have been categorized as shown in Table 4, there are many different ways in which the activities of these components are conducted. There is no single reading or mathematics program in Texas, but a multiplicity of activities which were implemented, dependent in part upon the number of students in a district with identified needs and the resources available. Table 5 reflects the direct costs of providing compensatory instruction and services from both Title I and SCE. Administrative costs, capital outlay, construction, plant maintenance and operation, and indirect costs are not included in this table as these costs were considered ovehead for the entire program. These expenditures shown in Table 5 account for 98 percent of both Title I and SCE expenditures during the regular school term in public schools. In addition to the reporting of actual expenditures by category, percentages of total expenditures by category and size of district are presented. These statistics reflect that smaller districts expend more resources for personnel than do the very large districts.

TABLE 4

NUMBER AND PERCENT OF DISTRICTS PROVIDING EACH ACTIVITY/SERVICE

Activity/Service	Total Number of Districts	Percent of Total Districts (n = 983)	Percent of Districts by Stratum						
			Stratum 1 (n=7)	Stratum 2 (n=13)	Stratum 3 (n=28)	Stratum 4 (n=33)	Stratum 5 (n=182)	Stratum 6 (n=95)	Stratum 7 (n=622)
Reading	952	96.9	100%	100%	96%	100%	98%	99%	96%
Mathematics	496	50.5	100	87	75	76	65	68	40
Language Arts	94	9.6	42	13	7	12	9	9	9
Oral Language/Language Development	62	6.3	57	47	32	21	13	3	1
All Subject Areas	41	4.2	71	13	11	6	7	2	2
PreKindergarten and Kindergarten	153	15.6	100	27	43	42	25	21	8
Instructional Support	90	9.2	-0-	33	18	9	20	11	4
Health	225	22.9	57	47	36	45	41	27	14
Guidance and Counseling	100	10.2	57	47	43	27	23	8	3
Attendance/Social Services	46	4.7	14	20	11	21	12	6	1
Clothing	21	2.1	14	-0-	4	6	4	3	1
Parental/Community Involvement	49	5.0	71	13	25	24	10	4	.6

TABLE 5

DIRECT COST OF PROVIDING COMPENSATORY INSTRUCTION/SERVICES

Category of Expenditure	Title I Funds	SCE Funds	Total Funds	Percent of Direct Cost by Category of Expenditure						
				Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5	Stratum 6	Stratum 7
Payroll										
Instruction	85,836,092	$16,779,051	102,615,143	70.9%	83.4%	83.8%	80.0%	84.8%	89.4%	89.6%
Instructional Related	3,274,199	999,967	4,274,166	5.4	2.5	5.0	4.1	2.9	1.6	.6
Pupil Services	5,455,169	481,323	5,936,492	6.7	6.5	5.0	4.0	4.7	1.6	1.7
Materials and Supplies										
Instruction	4,412,397	1,364,419	5,776,816	5.2	3.0	3.9	4.8	4.3	5.4	5.6
Pupil Services	437,398	31,244	468,642	.6	.7	.2	.4	.3	.1	.1
Purchased and Contracted Services	3,376,269	629,773	4,006,042	6.4	2.8	1.0	4.6	2.1	1.2	1.8
Other Operating Expenses	414,123	54,889	469,012	.3	.4	.5	.5	.4	.2	.3
Community Services	1,857,565	94,817	1,952,382	4.5	.7	.6	1.6	.5	.2	.3
Total	105,063,212	$20,435,483	125,498,695							

Even though a small percent of all districts provide parental and/or community involvement activities, there has been an increase in expenditures for these activities of approximately 18 percent over the prior school year. Large school districts have identified a greater need for these services than have smaller districts.

Table 6 displays data regarding the number of parents by stratum who were involved in the parental/community involvement activities. These data do not include parents serving on the required parental advisory committees in local districts.

TABLE 6

NUMBER OF PARENTS PARTICIPATING IN PARENTAL/COMMUNITY INVOLVEMENT ACTIVITIES

Stratum Number	Number of Parents
1	34,557
2	603
3	4,145
4	5,646
5	3,975
6	1,034
7	88
Total	50,048

INSTRUCTIONAL ACTIVITIES

Evidence that local school districts are focusing the efforts of the compensatory program on the improvement of the basic skills can be seen in the number of children participating in reading and mathematics programs. Approximately three-fourths of all students receiving a compensatory program were in a reading activity and one-third in a mathematics activity. Participants receiving other instructional services were, in almost all cases, also in either a reading or mathematics activity.

Table 7 provides the number of children by stratum participating in each type of instructional activity the percent of total participants in the stratum receiving that instruction.

The direct cost of providing each type of instructional activity is reflected in Table 8. Expenditures for providing all instructional activities increased from 1976-77. The most significant increases in expenditures were in the following areas: language arts, oral language/language development, and preschool.

The increased expenditure for instructional activities was $17.9 million. The direct expenditure for all instructional activities was 89 percent of the total Title I and SCE funds expended during the regular school term.

Table 8 also provides a per pupil cost for each instructional activity by stratum. Not shown in this table is the average per pupil cost for all districts. The state average for reading was $221 and for mathematics $160. The average for 1976-77 in reading was $198 and in mathematics $126.

TABLE 7

PARTICIPATION IN INSTRUCTIONAL ACTIVITIES

Instructional Activity		Number and Percent of Participants by Stratum							Total
		Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5	Stratum 6	Stratum 7	
Reading	#	73,957	40,049	41,474	28,795	79,616	20,214	48,585	332,690
	%	68.2%	68.5%	76.4%	70.2%	78.3%	74.0%	81.1%	73.8%
Mathematics	#	44,670	13,795	17,182	9,572	29,336	8,859	15,743	139,157
	%	41.2	23.6	31.6	23.3	28.8	32.4	26.3	30.8
Language Arts	#	2,716	943	849	1,744	2,605	1,517	4,283	14,657
	%	2.5	1.6	1.6	4.3	2.6	5.6	7.1	3.2
Oral Language/Language Development	#	11,695	10,597	1,780	1,641	3,642	217	732	30,304
	%	10.8	18.1	3.3	4.0	3.6	.8	1.2	6.7
All Subject Areas	#	10,685	824	1,152	1,662	5,224	219	1,339	21,105
	%	9.9	1.4	2.1	4.1	5.1	.8	2.2	4.7
Preschool	#	6,815	2,458	3,821	2,467	5,443	1,056	1,148	23,208
	%	6.3	4.2	7.0	6.0	5.3	3.9	1.9	5.1
Science/Social Studies	#	33,186	3,911	-0-	-0-	-0-	156	-0-	37,253
	%	30.6	6.7				.6		8.3
Instructional Support	#	23,362	47,890	9,833	6,675	23,720	2,738	4,476	118,694
	%	21.6	81.9	18.1	16.3	23.3	10.0	7.5	26.3

TABLE 8

DIRECT COST OF COMPENSATORY INSTRUCTIONAL ACTIVITIES BY TYPE OF ACTIVITY

Instructional Activity	Title I Funds Expended	SCE Funds Expended	Total Funds Expended	Per Pupil Cost						
				Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5	Stratum 6	Stratum 7
Reading	$62,991,513	$10,605,741	$73,597,254	$184	$204	$240	$216	$224	$245	$265
Mathematics	17,921,559	4,353,740	22,275,299	112	162	190	174	176	202	201
Language Arts	1,880,587	924,570	2,805,157	243	192	136	174	169	199	188
Oral Language/ Language Development	4,295,443	1,417,200	5,712,643	156	159	348	309	250	317	135
All Subject Areas	1,611,447	1,581,172	3,192,619	192	78	146	110	95	77	160
Preschool	7,608,564	723,634	8,332,198	529	459	209	425	201	285	309
Instructional Support	2,982,961	385,983	3,368,944	53	18	21	35	24	52	28
Other	943,841	540,832	1,484,693	5	2	-0-	-0-	-0-	130	=0-
Total	$100,235,915	$20,532,872	$120,768,787							

NONINSTRUCTIONAL SUPPORT SERVICES

The provision of noninstructional supportive services is secondary to that of providing supplementary instruction to children who are educationally disadvantaged. However, approximately 214,000 children, or 47 percent received at least one noninstructional support service in addition to supplementary instruction. These services are provided to alleviate some of the problems of children which impede their educational growth.

Table 9 indicates the number of children by stratum receiving each type of supportive service. In addition, the percent of total participants in the stratum receiving each service is shown. Health and guidance and counseling services were the most frequently provided services. Overall, larger districts provide more services to a greater percent of children than do smaller districts.

In Table 10 the expenditures for noninstructional support services are reported. Again, there was a decrease in expenditures for noninstructional supportive services over the prior year. Approximately 5 percent less was expended in 1977-78 than in 1976-77. The total expenditures for these services from Title I and SCE represent approximately 6 percent of the total expended during the regular school term. Table 10 also reflects the per pupil cost for each service by stratum.

TABLE 9

PARTICIPANTS RECEIVING NONINSTRUCTIONAL SUPPORT SERVICES

Support Service		Number and Percent of Participants by Stratum							Total
		Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5	Stratum 6	Stratum 7	
Health	#	38,858	26,505	13,410	17,013	43,831	7,437	14,335	161,389
	%	35.9	45.3	24.7	41.5	43.1	27.2	23.9	35.8
Food	#	-0-	-0-	-0-	514	430	-0-	28	972
	%				1.3	.4		.05	.2
Guidance and Counseling	#	31,370	22,564	10,966	9,610	21,419	2,481	3,665	102,075
	%	29.0	38.6	20.2	23.4	21.1	9.1	6.1	22.6
Attendance/Social Services	#	7,955	5,464	3,569	7,343	9,814	328	1,137	35,610
	%	7.3	9.3	6.6	17.9	9.6	1.2	1.9	7.9
Clothing	#	9,877	-0-	143	1,701	1,817	52	391	13,981
	%	9.1		.3	4.1	1.8	.2	.7	3.1
Other Noninstructional Support Services	#	-0-	14,292	102	-0-	628	-0-	20	15,042
	%		24.4	.2		.6		.03	3.3

TABLE 10

DIRECT COST OF NONINSTRUCTIONAL SUPPORT SERVICES BY TYPE OF SERVICE

Support Service	Title I Funds Expended	SCE Funds Expended	Total Funds Expended	Per Pupil Cost						
				Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5	Stratum 6	Stratum 7
Health	2,879,438	$224,965	$3,104,403	$80	$21	$19	$20	$20	$24	$22
Guidance & Counseling	3,177,702	341,726	3,519,428	40	27	54	25	28	48	28
Attendance/Social Services	619,625	70,825	690,450	2	30	30	21	21	52	20
Clothing	371,338	900	372,238	34	-0-	21	4	13	14	8
Other Noninstructional Support Services	207,049	198,809	405,858	-0-	5	50	-0-	10	-0-	63
Total	$7,255,152	$837,225	$8,092,377							

16

PERSONNEL

During the regular school term, 1977-78, 15,077 persons were employed through Title I and SCE. This reflects an increase of 6 percent from the 1976-77 school year. Some of these persons were funded only partially with compensatory dollars, the remaining salary from other specially-funded programs, the local district, or the State Foundation School Program. In Table 11, the number of personnel according to position and the number receiving staff development are reported. The largest increases in number of persons employed were in the administrators/supervisors, other professional personnel, other support personnel, and visiting teachers/community liaison personnel categories. The only two categories in which there was a decrease in number of persons were the multilevel teacher and librarian category.

The percent of personnel receiving special preparation for working with educationally disadvantaged children increased over past years. Approximately 75 percent of all persons in these compensatory programs participated in inservice education to prepare them for working with educationally disadvantaged children.

TABLE 11

PERSONNEL EMPLOYED THROUGH TITLE I AND/OR SCE

Personnel	Number	Personnel Involved in General Staff Development		Personnel Who Received Special Preparation for Working With the Disadvantaged	
		Number	Percent	Number	Percent
Administrators/ Supervisors	334	334	100.0%	283	84.7%
Elementary Teachers	4,717	4,204	89.1	3,722	78.9
Secondary Teachers	1,025	980	95.6	827	80.7
Multilevel Teachers	182	165	90.7	138	75.8
Elementary Aides	5,797	5,370	92.6	4,443	76.6
Secondary Aides	802	715	89.2	566	70.6
Multilevel Aides	353	341	96.6	279	79.0
Librarians	44	44	100.0	35	79.5
Visiting Teachers/ Community Liaison Personnel	282	263	93.3	233	82.6
Guidance Counselors	281	246	87.5	215	76.5
Nurses	265	239	90.2	180	67.9
Nurses Aides	117	104	88.9	85	72.6
Other Professional Personnel	186	168	90.3	115	61.8
Other Support Personnel	622	493	79.3	310	49.8

EFFECTIVENESS OF READING AND MATHEMATICS ACTIVITIES

Effectiveness data are presented from those students to whom a nationally normed instrument was administered. The number of districts reporting reading test data from normed instruments was 84 percent and the number reporting mathematics test data, 433. Some districts have chosen to use criterion-referenced instruments for evaluating the effectiveness of their programs. However, data from these instruments cannot easily be aggregated so performance of students in programs using objective-based instruments cannot be included in a statewide report.

Effectiveness is communicated in this report using grade equivalency scores. This type of score was chosen because it has been most widely used in past years. Districts have reported these data because of their consistency in interpretation. However, there are a considerable number of hazards in statistically manipulating and interpreting grade equivalents which are acknowledged by both local districts and the state department of education. In addition, the tests may vary in reliability, validity, norming procedures, skills measured, difficulty, and other factors.

Tables 12 and 13 present the percent of students showing gains and losses per month of instruction for grades 2-12, reading and mathematics. In addition, the total number of students in a reading and mathematics program and the total number both pre and posttested with the same normed instrument are shown. The number of students from whom data are available is affected by the number of districts using instruments other than nationally-normed tests, the mobility of this population of students, absenteeism, and other factors. Reading test data are available from 60 percent of the students in reading programs and mathematics test data from 65 percent of the students in the programs.

Tables 14 and 15 present a summary of test data by stratum. These data have been summarized by two grade spans, grades 2-6 and grades 7-12 for ease of reporting. Additionally, the number and percent of students tested with a normed instrument are shown for the grade spans and strata. These data are available for each grade level, but are not included because of the volume of information which would result.

Figures A and B illustrate an additional dimension through analysis of mean grade equivalent scores. These figures depict continuous growth of students from grade 2 through grade 12 in both reading and mathematics.

The last section of this report, pages 36 and 37, includes a description of a reporting system for reflecting Title I program effectiveness to be implemented in future years by local school districts. Seven districts were involved in a pilot implementation of this reporting and evaluation system during 1977-78. Data from seven of these districts involving thirteen components is shown in Table 24. Data reflecting effectiveness of programs in those districts is not included in Tables 12 - 15 and Figures A and B because of these districts' efforts in the pilot study.

TABLE 12

READING ACHIEVEMENT DATA

Grade Level	Number of Students in Program	Number of Students Tested With Normed Instruments*	Percent of Students Showing Gains/Losses of Months per Month of Instruction			
			0.0 or less	1. - .5	.6 - .9	1.0 or more
2	44,763	26,453	9.7%	18.0%	20.2%	52.1%
3	42,387	26,083	13.7	19.2	19.2	47.9
4	42,892	26,433	16.7	17.9	17.1	48.3
5	42,179	26,685	19.6	15.6	15.4	49.5
6	40,686	25,086	20.7	15.6	15.0	48.8
7	26,870	16,183	23.0	13.6	12.1	51.3
8	19,169	11,804	24.7	12.6	11.3	51.4
9	9,691	3,656	31.5	14.7	10.8	43.0
10	6,710	2,621	31.4	15.1	9.8	43.7
11	3,455	1,347	43.8	9.9	8.5	37.8
12	1,854	615	40.5	12.7	10.2	36.6
Total	280,656	166,966	18.2%	16.4%	16.1%	49.3%

*Data presented in this table reflect performance of students who were both pre and posttested with the same normed instrument.

TABLE 13

MATHEMATICS ACHIEVEMENT DATA

Grade Level	Number of Students in Program	Number of Students Tested With Normed Instruments*	Percent of Students Showing Gains/Losses of Months per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
2	15,174	8,187	8.7%	16.5%	22.4%	52.4%
3	17,255	10,131	8.5	15.1	19.7	56.7
4	21,079	11,227	12.2	15.5	17.0	55.3
5	22,195	12,093	15.2	15.7	15.0	54.1
6	20,804	12,297	18.0	16.6	16.2	49.2
7	11,621	6,385	17.7	12.5	12.9	56.9
8	8,687	5,636	18.1	12.3	11.5	58.1
9	4,046	1,809	22.4	12.0	10.3	55.3
10	2,140	1,070	30.6	14.2	8.9	46.3
11	411	169	26.0	16.0	14.8	43.2
12	195	63	31.7	17.5	17.5	33.3
Total	123,607	69,067	14.3%	15.4%	16.4%	54.1%

*Data presented in this table reflect performance of students who were both pre and posttested with the same normed instrument.

TABLE 14

READING ACHIEVEMENT DATA BY GRADE SPAN AND STRATUM

Stratum	Grade Span	Number/Percent of Students Tested With Normed Instruments*	Percent of Students Showing Gains/Losses of Month Per Month of Instruction			
			0.0 or less	1.-.5	.6-.9	1.0 or more
Stratum 1	Grades 2 - 6	24,742 (50%)	23.9%	18.6%	17.0%	40.5%
	Grades 7 - 12	4,690 (32%)	39.9	11.4	8.9	39.8
Stratum 2	Grades 2 - 6	19,369 (68%)	15.0	13.2	18.5	53.3
	Grades 7 - 12	3,029 (46%)	23.1	10.2	11.1	55.6
Stratum 3	Grades 2 - 6	15,726 (60%)	10.6	13.6	15.9	59.9
	Grades 7 - 12	3,254 (47%)	21.0	9.9	11.5	57.6
Stratum 4	Grades 2 - 6	10,471 (56%)	11.4	16.9	17.2	54.5
	Grades 7 - 12	2,915 (48%)	20.6	12.4	10.8	56.2
Stratum 5	Grades 2 - 6	31,650 (65%)	14.7	16.7	17.9	50.7
	Grades 7 - 12	11,888 (67%)	26.0	14.0	10.9	49.1
Stratum 6	Grades 2 - 6	8,272 (70%)	14.8	20.1	20.4	44.7
	Grades 7 - 12	2,947 (61%)	23.3	16.8	10.6	49.3
Stratum 7	Grades 2 - 6	20,510 (68%)	16.7	19.3	19.0	45.0
	Grades 7 - 12	707 (6%)	12.2	7.5	7.5	72.8

*Data presented in this table reflect performance of students who were both pre and posttested with the same normed instrument.

TABLE 15

MATHEMATICS ACHIEVEMENT DATA BY GRADE SPAN AND STRATUM

Stratum	Grade Span	Number/Percent of Students Tested With Normed Instruments*	Percent of Students Showing Gains/Losses of Month Per Month of Instruction			
			0.0 or less	.1-.5	.6-.9	1.0 or more
Stratum 1	Grades 2 - 6	16,911 (47%)	19.8%	21.2%	20.2%	38.8%
	Grades 7 - 12	707 (21%)	12.2	7.5	7.5	72.8
Stratum 2	Grades 2 - 6	4,163 (54%)	7.2	8.6	11.8	72.4
	Grades 7 - 12	3,167 (62%)	19.1	7.0	7.2	66.7
Stratum 3	Grades 2 - 6	4,010 (35%)	15.3	19.1	20.8	44.8
	Grades 7 - 12	1,653 (53%)	17.4	8.5	11.4	62.7
Stratum 4	Grades 2 - 6	4,829 (65%)	8.5	14.7	17.5	59.2
	Grades 7 - 12	870 (64%)	16.2	16.2	14.3	53.3
Stratum 5	Grades 2 - 6	12,010 (63%)	9.0	13.5	16.8	60.7
	Grades 7 - 12	4,463 (61%)	21.4	14.8	13.1	50.7
Stratum 6	Grades 2 - 6	3,406 (64%)	12.3	17.1	18.3	52.3
	Grades 7 - 12	1,553 (58%)	19.0	15.2	13.1	52.7
Stratum 7	Grades 2 - 6	6,616 (68%)	12.3	17.7	19.7	50.3
	Grades 7 - 12	2,719 (65%)	21.2	16.4	14.9	47.5

*Data presented in this table reflect performance of students who were both pre and posttested with the same normed instrument.

FIGURE A

READING ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

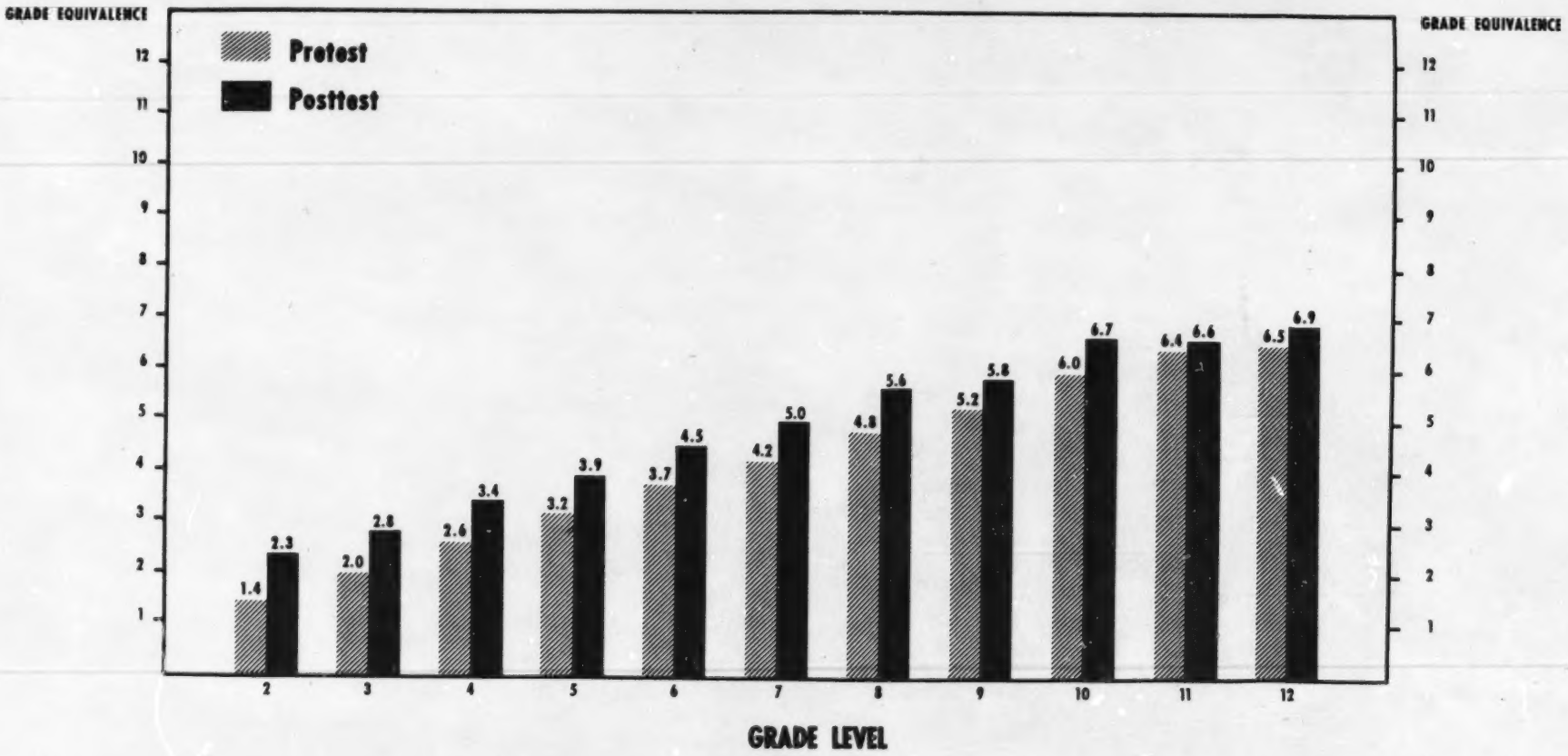
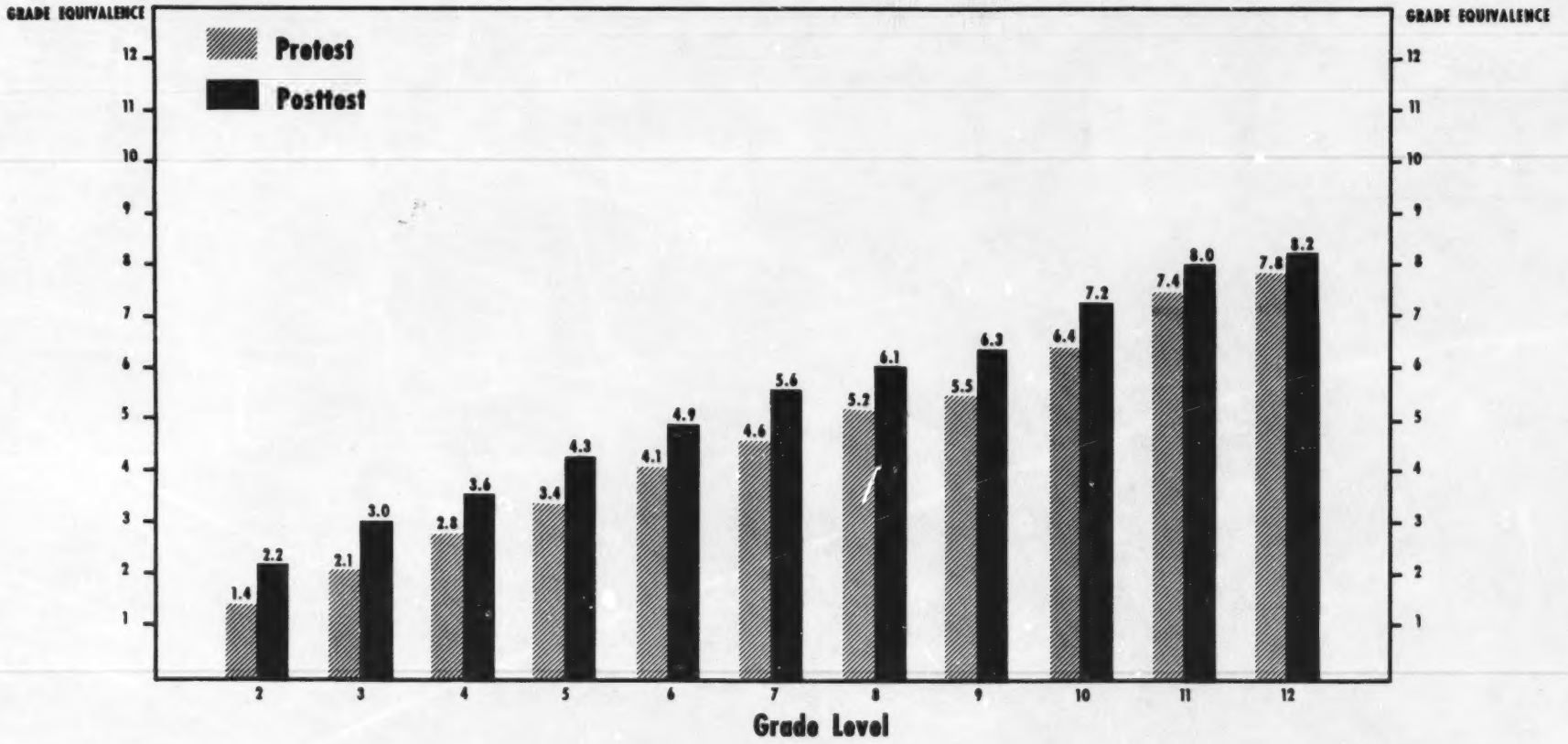


FIGURE B
MATHEMATICS ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES



NONPUBLIC SCHOOL PROGRAMS FUNDED THROUGH TITLE I

During the 1977-78 regular school term, programs in 71 local districts were funded in nonpublic schools. In several districts, more than one nonpublic school received funds. Students in these districts were identified according to need criteria established by the public school district which served as fiscal agent.

Table 16 provides information about the number of children who received compensatory education through the use of Title I funds on nonpublic school campuses. Children who attended nonpublic schools but were transported to public school campuses for supplementary instruction are not included in this table or the following tables in this section of the report.

As in public schools, the majority of participants were in the elementary grades. The ethnic distribution was as follows: Hispanic, 58 percent; white, 24 percent; black, 17 percent.

Participation by type of activity is reflected in Table 17. Most students received supplementary instruction in reading. Other activities and services were provided to a small number of children. Table 18 indicates the number of personnel employed through Title I in nonpublic schools.

Title I funds by area of expenditure are shown in Table 19. Of the total expenditures, 97 percent were for direct services to children through employment of teachers or purchases of materials and supplies. There was an increased expenditure of approximately 28 percent in 1977-78 compared to the prior school year.

TABLE 16

PARTICIPATION IN NONPUBLIC SCHOOL PROGRAMS
BY ETHNIC BACKGROUND

Grade Level	Black, Not of Hispanic Origin	Hispanic	White, Not of Hispanic Origin	American Indian, Asian, Alaskan Native	Total
Pre K	2	4	14	-0-	20
K	79	231	30	-0-	340
1	98	358	104	7	567
2	169	486	192	4	851
3	175	633	194	5	1,007
4	168	619	218	9	1,014
5	162	534	218	6	920
6	121	533	184	9	847
7	38	214	140	1	393
8	48	150	124	1	323
9	24	29	65	-0-	118
10	10	15	44	1	78
11	4	8	41	-0-	53
12	2	-0-	10	-0-	12
Total	1,100	3,814	1,578	43	6,535

TABLE 17

PARTICIPATION IN NONPUBLIC SCHOOL PROGRAMS BY ACTIVITY

Activity	Number of Pupils Participating	Percent of Total Nonpublic Participants
Reading	5728	88%
Mathematics	358	5
Language Arts	231	4
Health	176	3
Guidance and Counseling	170	3

TABLE 18

PERSONNEL IN NONPUBLIC SCHOOLS FUNDED THROUGH TITLE I

Personnel Position	Number of Personnel
Elementary Teachers	164
Secondary Teachers	3
Multilevel Teachers	4
Teacher Aides	83
Visiting Teachers and Community Liaison	4
Guidance Counselors	7
Nurses	8
Other Professional Personnel	7
Other Support Personnel	6

TABLE 19

EXPENDITURE OF TITLE I FUNDS IN NONPUBLIC SCHOOLS

Area of Expenditure	Title I Funds	Percent of Total Title I Expenditure in Nonpublic Schools
Payroll Costs	$ 1,999,593	93%
Materials and Supplies Materials and Supplies	96,991	4
Purchased and Contracted Services	34,614	2
Other Expenses	22,475	1
Total	$ 2,153,673	100%

SUMMER PROGRAMS

Summer programs funded by Title I and/or SCE were operated in 107 districts. The number of participants in these programs according to their ethnic background is shown in Table 20. Table 21 reflects the types of activities and services in which these children participated and Table 22 reflects the cost of providing the programs according to category of expenditure. According to these data, 84 percent of the expenditures for summer compensatory programs were Title I funds and 16 percent were SCE funds.

Compared to 1977 summer programs, there was a slight increase in participation during the summer of 1978. Expenditures of both Title I and SCE funds again decreased from past years, but the emphasis of the programs continues to be that of providing instruction in reading, mathematics, and language arts.

The number of personnel employed either in whole or in part through Title I and/or SCE was as follows:

Teachers	2513
Teacher Aides	1732
Administrators, Supervisors, Other Professional Personnel	212
Visiting Teachers and Community Liaison Personnel	17
Guidance Counselors	10
Nurses	57
Other Support Personnel	392

TABLE 20

PARTICIPATION IN SUMMER PROGRAMS
BY ETHNIC BACKGROUND

Grade Level	Black, Not of Hispanic Origin	Hispanic	White, Not of Hispanic Origin	American Indian, Asian, Alaskan Native	Total
Pre K	884	596	94	2	1,575
K	845	1,773	214	12	2,844
1	2,316	4,807	840	42	8,005
2	1,783	4,167	869	55	6,874
3	1,759	4,241	887	51	6,938
4	1,848	2,960	835	40	5,683
5	1,829	2,161	674	34	4,698
6	1,697	2,091	537	22	4,347
7	750	1,188	310	6	2,254
8	600	797	223	5	1,625
9	377	190	30	1	598
10	108	76	14	-0-	198
11	83	22	12	1	118
12	34	15	2	-0-	51
Total	14,913	25,084	5,541	270	45,808

TABLE 21

PARTICIPATION IN SUMMER PROGRAMS
BY ACTIVITY

Activity	Participants	Percent of Total Participants in Summer Program	Cost (Title I and SCE)
Reading	32,095	70.1%	$1,617,557
Mathematics	27,590	60.2	960,437
Language Arts	5,644	12.3	510,036
Oral Language/ Language Development	2,679	5.8	139,318
All Subject Areas	2,467	5.4	199,855
Preschool	2,246	4.9	206,673
Art and/or Music	1,413	3.1	23,455
Science and/or Social Studies	588	1.3	16,041
Physical Education	7,973	17.4	168,789
Instructional Support Services	7,969	17.4	71,415
Health	7,671	16.7	69,389
Food	413	.9	2,079
Guidance and Counseling	415	.9	4,372
Attendance/ Social Services	1,032	2.3	22,498
All Other Noninstructional Support Services	4,677	10.2	80,265

TABLE 22

SUMMARY OF EXPENDITURES FOR SUMMER PROGRAMS

Category of Expenditure	Title I Funds	Percent of Total Title I Funds Expended for Summer Programs	SCE Funds	Percent of SCE Title I Funds Expended for Summer Programs
Payroll Costs	$2,031,129	73.3%	$579,095	73.4%
Materials and Supplies	388,757	14.0	147,536	18.7
Purchased and Contracted Services	128,157	4.6	17,319	2.2
Other Operating Expenses	28,240	1.0	5,957	.8
Community Services	31,890	1.2	3,016	.4
Capital Outlay-Equipment	9,000	.3	3,743	.5
Administration	2,344	.08	-0-	-0-
Plant Maintenance and Operation	94,426	3.4	31,961	4.1
Indirect Cost	58,628	2.1	-0-	-0-
Total Summer School Expenditure	$2,772,571	100.0%	$788,627	100.0%

SUMMARY OF EXPENDITURES FOR COMPENSATORY EDUCATION

Table 23 provides an overview of the expenditures for the 1977-78 regular school term in both public and nonpublic schools and in summer term programs in public schools. Funds include all those expended or encumbered for these programs, regardless of the year in which the funds were allocated to a district. The Title I funds represented 80 percent of the expenditures for compensatory programs in Texas.

Of the total dollars expended for educationally disadvantaged children, 96 percent were expended during the regular school term, 3 percent during the summer term, and 1 percent in nonpublic schools during both regular and summer terms. These expenditures during 1977-78 reflect a 15 percent increase in the expenditure of Title I funds and a 5 percent increase in SCE funds in public schools compared to the previous school year. In nonpublic schools, the increase in Title I funds expended was 28 percent greater than during 1976-77.

TABLE 23

SUMMARY OF EXPENDITURES FOR COMPENSATORY EDUCATION

Area of Expenditure	Title I Funds	SCE Funds	Total Funds
Regular Term Programs			
Payroll Costs	$96,449,814	$19,225,878	$115,675,692
Materials and Supplies	4,990,740	1,399,432	6,390,172
Purchased and Contracted Services	3,599,886	732,543	4,332,429
Other Operating Expenses	494,051	74,930	568,981
Community Services	1,890,012	90,000	1,980,012
Capital Outlay-Equipment	857,862	435,484	1,293,346
Administration	1,482,538	-0-	1,482,538
Plant Maintenance and Operation	784,100	8,473	792,573
Capital Outlay-Construction	799,916	-0-	799,916
Indirect Cost	1,939,933	-0-	1,939,933
Total Regular Term Programs	$113,288,852	$21,966,740	$135,255,592
Total Summer Term Programs	$ 2,772,571	$ 788,627	$ 3,561,198
Total Nonpublic School Programs	$ 2,153,673	--	$ 2,153,673
Grand Total	$118,215,096	$27,755,367	$140,970,463

MODELS FOR EVALUATING TITLE I PROGRAMS

In 1974, Congress passed an amendment to the Elementary and Secondary Education Act which directed that the Commissioner of Education, United States Office of Education (USOE), develop models for evaluating Title I funded programs. As a consequence of this mandate, the USOE contracted for the development of models to be used by all local school districts which would provide for a systematic approach to evaluating Title I programs. The directive for the development of these models required that evaluative data be aggregatable from all programs of basic skills instruction.

The contractor provided three alternative models for the evaluation of Title I programs. However, use of each of these models reflects the impact of Title I programs on student performance in terms of a score referred to as a Normal Curve Equivalent (NCE). This score has utility as an indicator of the performance of groups of students, but is not particularly useful in assessing and evaluating individual student performance.

The mandate for use of these models was a part of the 1978 ESEA amendments. It is anticipated that regulations pertinent to these amendments will require that local districts begin reporting the impact of Title I programs using one of the three models following the 1979-80 school year.

During the 1977-78 school year, several school districts in Texas cooperated closely with the Texas Education Agency in studying the process of implementing these models in the local school district. The activities of these districts included exploring the impact measured by the use of different models, quality control in testing procedures, and improvement in selecting test instruments to measure program impact.

In addition, seven districts employed these models to derive NCE gain scores for one or more of the components of their Title I program. The outcome of this activity at several selected grade levels was submitted to the Texas Education Agency and is presented in Table 24.

The seven districts worked closely with the staff of the Texas Education Agency and the Title I Technical Assistance Center for Evaluation, funded by USOE, during the school year. The benefits of this activity have provided valuable information to both state agency and local district staff in understanding the procedures required to implement the evaluation and reporting system.

Table 24 includes a designation by letter of different components, the grade level, the number of students served and pre/posttested in these components, several characteristics of the component activities, and the NCE gain derived from the application of the model usually referred to as the Norm-Referenced Model (Model A-1). Data from reading components are presented in the table. However, the models are also appropriate for use in evaluating other language arts and mathematics programs.

TABLE 24

SELECTED READING DATA FROM IMPLEMENTATION OF AN EVALUATION MODEL

Component	Grade	Students			NCE Gain	Component Characteristics			
		Number Served	Pre and Posttested			Hours Instruction Per Week	Hours Instruction Per Year	Students Per Instructor	Cost Per Student
			Number	Percent					
A	2	199	159	80%	1.9	3.4	110.9	1	286
B	2	60	49	82	5.9	3.3	108.9	1	319
C	2	226	177	78	3.5	3.0	98.6	1	310
D	2	22	18	82	3.9	3.7	117.8	4	205
E	2	4	4	100	15.0	4.5	94.5	4	286
F	2	147	105	71	-5.4	NA	NA	NA	187
G	2	157	60	38	5.0	3.2	72.5	NA	321
K	2	82	49	60	11.3	2.4	82.6	3.6	178
A	3	149	119	80	-13.4	3.2	104.4	1	286
B	3	57	45	79	-14.6	3.7	121.4	1	319
C	3	222	181	82	-13.3	3.1	100.9	1	310
D	3	24	17	71	- 7.4	3.2	104.8	3	205
F	3	107	79	74	- 4.0	NA	NA	NA	187
G	3	27	22	81	5.0	3.3	81.8	NA	321
H	3	66	8	12	- 1.0	4.9	91.4	NA	495
I	3	32	22	69	2.0	4.9	125.2	NA	973
J	3	12	7	58	3.0	5.0	120.0	NA	600
K	3	66	43	65	4.6	2.3	81.9	3.8	178
L	3	353	251	71	.8	2.5	47.5	7	258
M	3	195	84	43	- 8.1	3.3	111.8	2	402